

AL-1.1536  
C.2

*June 2001*



***Social Studies 33***  
***Grade 12 Diploma Examination***



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June 2001

# Social Studies 33

## Grade 12 Diploma Examination

### *Description*

This examination consists of

- 60 multiple-choice questions, worth 60% of the total mark
- 4 writing assignments, each worth 10 marks, for a total of 40% of the total mark

**Time:** This examination was developed to be completed in 2 ½ hours; however, you may take an additional ½ hour to complete the examination.

### *Instructions*

#### **Multiple Choice**

- On the answer sheet provided, use **only** an **HB** pencil to mark the correct or best answer for each question. Fill in the circle that corresponds to your answer. For example:

The currency used in Canada is the

- A. peso
- B. mark
- C. dollar
- D. pound

Answer Sheet

(A) (B) ☒ (D)

- Mark only one answer for each question.
- If you change an answer, erase your first answer completely.
- Answer all questions.

### **Writing Assignments**

- Space is provided in this booklet for planning and for your written work.
- Use blue or black ink for your written work.

**Recommendation:** The multiple-choice questions and source material that precede each writing assignment may assist you in composing your written work. Read each writing assignment **before** you complete the related questions.

**Evaluation:** Your writing assignments will be evaluated for

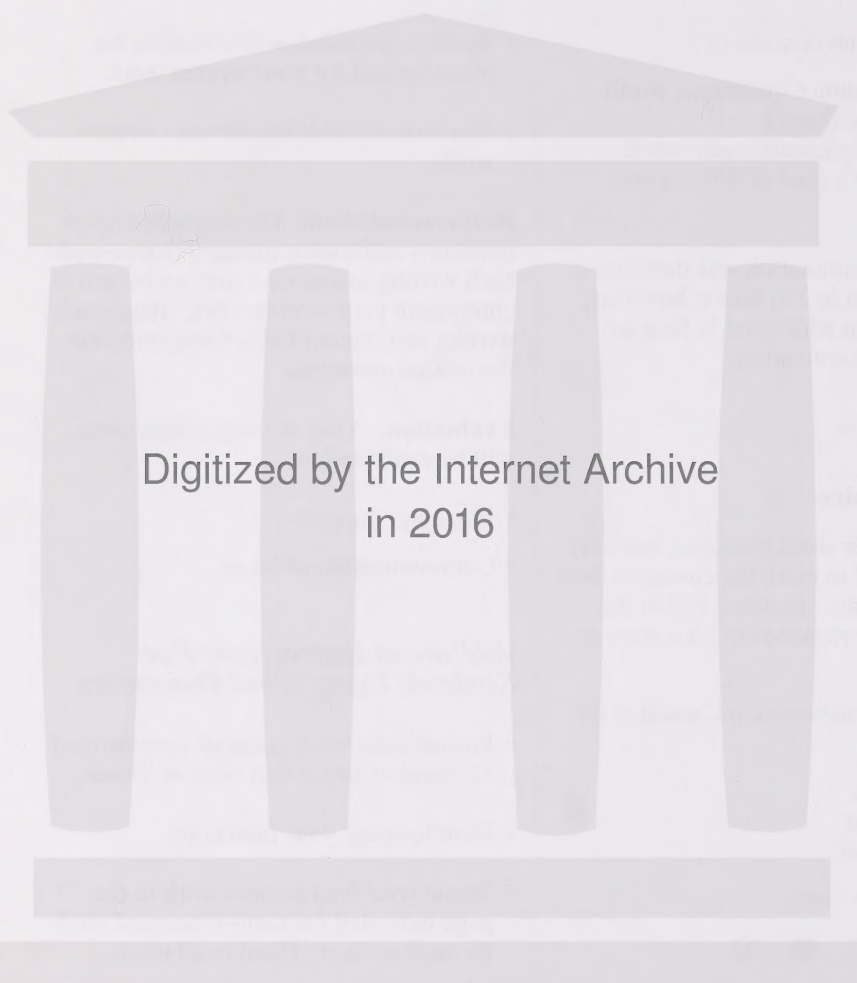
- Ideas and Support
- Communication of Ideas

### *Additional Instructions For Students Using Word Processors*

- Format your work using an easy-to-read 12-point or larger font such as Times.
- Double-space your final copy.
- Staple your final printed work to the page indicated for word-processed work for each section. Hand in all work.
- Indicate in the space provided on the back cover that you have attached word-processed pages.

**Do not write your name anywhere in this booklet.**

**Feel free to make corrections and revisions directly on your written work.**



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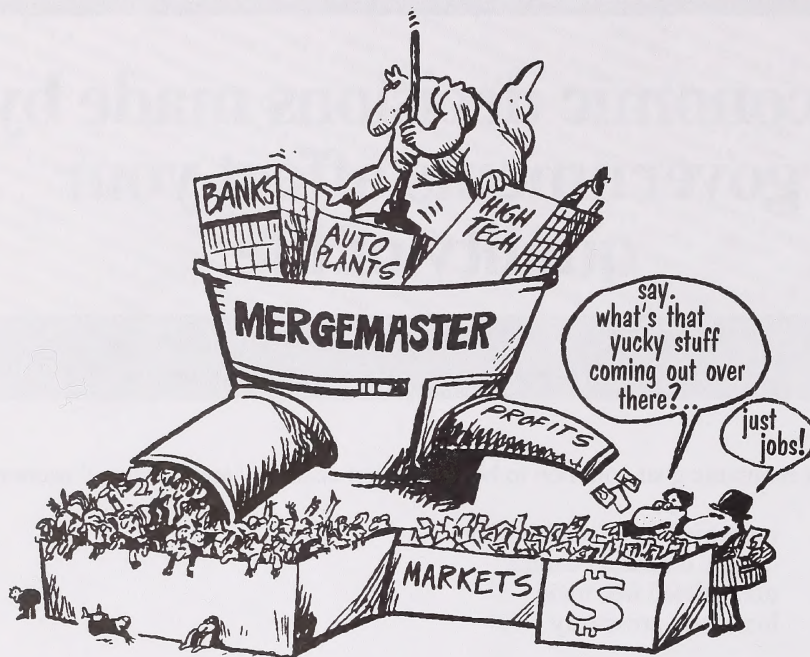
## ***Section One: Economic Systems***

# **Economic decisions made by governments affect your quality of life.**

**Questions 1 to 15 and Writing Assignment I  
focus on economic systems and issues.**

1. An economic goal common to both a market economy and a planned economy is
  - A. unrestricted personal freedom
  - B. limited consumer choice
  - C. unregulated free trade
  - D. long-term prosperity
  
2. In which sector of the economy did the government of the Soviet Union tolerate some degree of private enterprise?
  - A. Health care
  - B. Public education
  - C. Agricultural production
  - D. Weapons manufacturing

Use the following cartoon to answer questions 3 and 4.



Pritchard/Ottawa Citizen

—from *World Press Review*

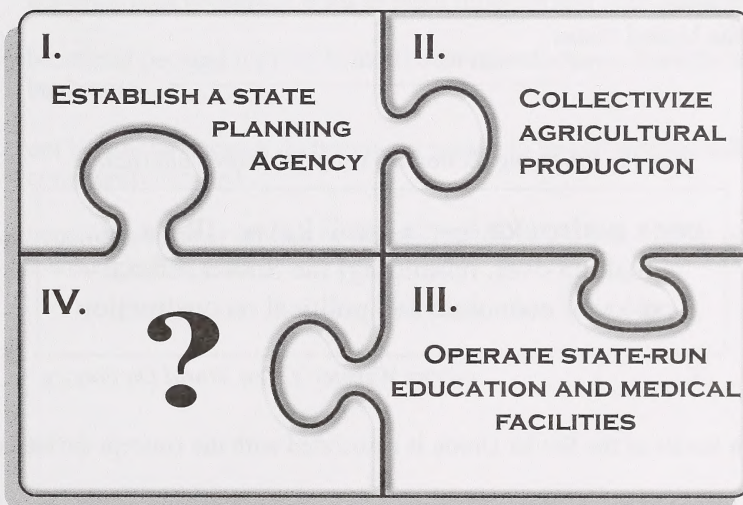
3. This cartoon focuses on which of the following economic trends?
- A. The movement to open up world trade through the reduction of tariff barriers
  - B. Reductions in government spending in an attempt to achieve balanced budgets
  - C. The creation of more skilled labour jobs as a result of rapid technological changes
  - D. The concentration of business ownership into the hands of fewer and fewer large corporations
4. The details of the cartoon suggest that modern industries and businesses are
- A. increasing profits while finding ways of downsizing labour forces
  - B. suffering from the effects of high taxes and overregulation by government
  - C. being forced to cut production as a result of unfair international trade barriers
  - D. spending large amounts of money on new production technology in order to preserve jobs



5. Business owners are usually opposed to raising minimum wage rates because this action will ultimately lead to
- A. higher taxes for low-income earners
  - B. less productivity among the labour force
  - C. higher-priced goods and services for consumers
  - D. lower unemployment rates and labour shortages
6. In the 1990s, market-oriented governments that **reduced** the number of people receiving government assistance were motivated by a belief in
- A. collectivism
  - B. self-reliance
  - C. social equality
  - D. economic security

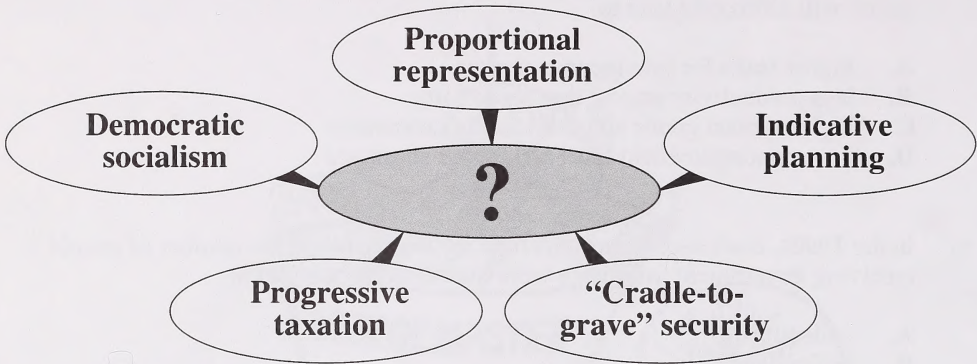
*Use the following puzzle to answer question 7.*

**A COMMUNIST CENTRALLY PLANNED ECONOMY**



7. Which of the following phrases completes the puzzle?
- A. Allow consumer demand to determine the price and supply of goods
  - B. Encourage foreign investment and foreign ownership of business
  - C. Nationalize industrial production and most retail services
  - D. Reduce financial support for the elderly and unemployed

Use the following diagram to answer question 8.



8. The characteristics in the diagram above are central to the political system and economic system of
- A. Russia
  - B. Canada
  - C. Sweden
  - D. the United States

Use the following dictionary entry to answer question 9.

**per • e/stroi/ka** (per'ə stroi' kə) *n.* [Russ, lit., a making over, rebuilding] the Soviet official policy of economic and political reconstruction

—from *Webster's New World Dictionary*

9. Which leader of the Soviet Union is associated with the concept defined above?
- A. Josef Stalin
  - B. Vladimir Lenin
  - C. Nikita Khrushchev
  - D. Mikhail Gorbachev



10. The Soviet centrally planned economy continually faced the problem of
- A. worker apathy that resulted from a lack of financial incentives
  - B. high rates of inflation that resulted from excessive corporate profits
  - C. high rates of unemployment that resulted from technological advances
  - D. factory owner corruption that resulted from a lack of government regulations
11. To establish a free market economy, one of the things that a nation's government must do is
- A. own health-care services
  - B. control high rates of inflation
  - C. impose tariffs on import goods
  - D. allow competition among producers
12. In his book *The Wealth of Nations*, Adam Smith argued that competition in the marketplace is
- A. not beneficial because it leads to rapid inflation and high unemployment rates
  - B. beneficial because it protects inefficient manufacturers from facing bankruptcy
  - C. not beneficial because it encourages people to be self-centred rather than community-minded
  - D. beneficial because it leads to the production of the best-quality goods at the lowest possible price

## Minister announces that major provincial highways may be privatized

The provincial government released a discussion paper outlining a proposal to sell the province's major highways to the private sector. Under this plan, private corporations would be responsible for the maintenance and improvement of roads they own. In exchange, these corporations would be allowed to collect toll fees from highway travellers according to free market forces.

The transportation minister stated, "The time has come for the government to get out of the costly business of provincial highways. This government doesn't own the railroads or airlines, so why should it own the major highways? Under private ownership, Albertans can expect high-quality, well-maintained transportation routes on which they can travel for reasonable rates. I have complete faith in the ability of private enterprise to deliver better service at a lower cost than the government."

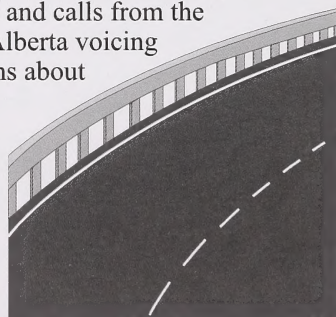
The proposal has already drawn a response from the leader of the Opposition who commented, "I'm outraged. Is there nothing this government will not sell to the private sector? The minister talks about letting free market forces determine the tolls that drivers will have to pay, but where is the competitive market when there is only one major road between two cities? This situation will not result in a free market. The citizens of this province will be held captive by powerful corporations that will have purchased the

roads at bargain-basement prices. Let's not forget that there are many activities and services that are best left in the hands of government and this is one of them."

In sharp contrast, a spokesperson for the lobby group *Citizens for Less Government* responded by saying, "Our organization supports this proposal. We have lobbied the government for years to get out of areas of the economy that are best left in the hands of the private sector. Time and time again, the free market has acted in the best interests of all people. If privatization of highways goes ahead, many citizens of this province will benefit through increased employment and investment opportunities."

Another lobby group, *The Provincial Travellers' Association*, cautiously suggested that there must be further study to determine the long-term effects of this proposal on all parties involved, especially in the area of road maintenance during winter.

The transportation minister expects many letters and calls from the citizens of Alberta voicing their opinions about the issue of privatizing major highways in the province.





13. A neutral response to the proposal described in the newspaper article is offered by
- A. the transportation minister
  - B. the leader of the Opposition
  - C. *Citizens for Less Government*
  - D. *The Provincial Travellers' Association*
14. The leader of the Opposition is **most concerned** that privatization of Alberta's roads would lead to
- A. poorly maintained highways
  - B. private enterprise monopolies
  - C. decreased revenue from tourism
  - D. increased motor vehicle accidents
15. The comments made by the spokesperson for *Citizens for Less Government* imply that this lobby group receives the majority of its financial support from
- A. private businesses
  - B. labour union leaders
  - C. low-income workers
  - D. environmental activists

The fictitious newspaper article on page 6 presents opinions about the possible privatization of major provincial highways.

**Should the Alberta government privatize major highways?**

Write a letter to the Minister of Transportation in which you

- **explain** your opinion regarding the proposed privatization of highways
- **provide convincing reasons** to support your opinion

***Reminders for Writing***

- **Remember** that the questions in Section One and the newspaper article on page 6 may contain information that could help you write your letter.
- **Plan** your letter.
- **Organize** your ideas and support.
- **Letter** format is provided beginning on page 9.
- **Use blue or black ink** for your written work.
- **Correct** any errors that you find in your writing.
- **Sign** your letter KELLY LEE.

*Planning*



***If you are using a word processor, staple your finished work here.***  
*You may make corrections directly on your printed page(s).*

*Written Work*

June 25, 2001

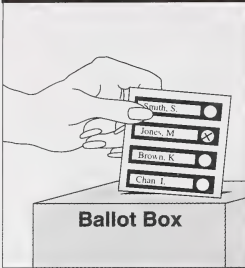
The Minister of Transportation  
The Legislature Building  
10800 - 97 Avenue  
Edmonton AB T5K 0G5

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*This is the end of Section One.*

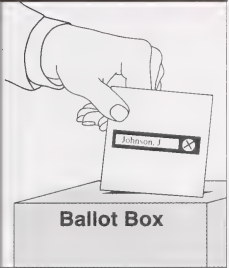


## Section Two: Political Systems



Ballot Box

The roles of citizens in a democracy are very different from the roles of citizens in a dictatorship.



Ballot Box

Questions 16 to 30 and Writing Assignment II focus on political systems and issues.

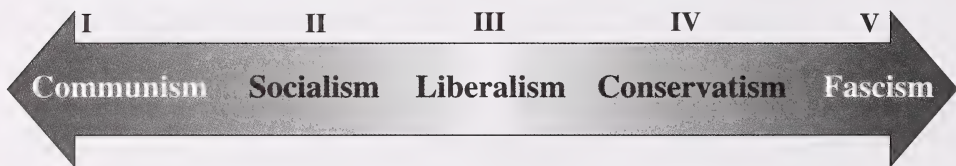
16. In a dictatorship, the **primary** role of the media is to
- A. provide leadership during times of political reform
  - B. act as objective observers and reporters of news events
  - C. openly criticize political decisions made by the ruling elite
  - D. serve as communicators of government ideas to the citizens
17. Within five years of the Bolshevik Revolution in November 1917, political power in Russia was held by
- A. citizens throughout Russia and its empire
  - B. an elite group of communist revolutionaries
  - C. the commanding officers of Russia's armed forces
  - D. a temporarily elected government that was sympathetic to the Tsar
18. Which of the following historical events provides the **best** evidence that dictatorships can solve economic problems?
- A. In Italy, rival political parties were outlawed by Mussolini.
  - B. Soviet military strength was greatly enhanced by Stalin's Five Year plans.
  - C. In China, protests were discouraged after the Tiananmen Square massacre.
  - D. Unemployment caused by the Great Depression was largely eliminated by Hitler.

Use the following information to answer questions 19 and 20.

Once a politician is selected to be the leader of a party, he or she is expected to lead and unify the party. The leader influences the policies on which the party will campaign during elections. If any party members decide to vote against the policies adopted by the party, they are usually risking their political careers. They can be rejected by the party at the next nomination meeting in their riding and then can seek re-election only as independent candidates, running against their former party.

19. The writer suggests that political parties consider it necessary to
- A. establish party solidarity on policy issues
  - B. focus public attention on the role of the leader
  - C. encourage party members to openly debate key party policies
  - D. choose party leaders who are able to select popular public issues
20. According to the writer, political parties place the greatest emphasis on the principle of
- A. dissent
  - B. equality
  - C. conformity
  - D. individualism

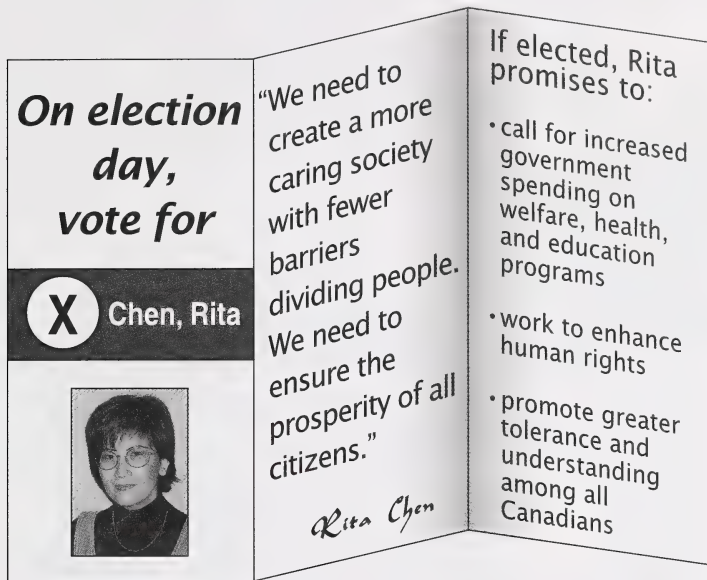
Use the following political spectrum to answer question 21.



21. Position I on this political spectrum **most closely** corresponds with the situation in
- A. Nazi Germany in 1936
  - B. Stalinist Soviet Union in 1950
  - C. the democratic socialist state of Sweden in 1960
  - D. the democratic capitalist nation of the United States in 1980



Use the following election campaign brochure to answer questions 22 and 23.



22. Based on the information in the brochure, this candidate could be characterized as a person who believes that
- A. people function best in a society that encourages competition and rivalry
  - B. society functions best when government plays a minimal role in citizens' affairs
  - C. people function best in a society that is open-minded and offers economic security
  - D. society functions best when the power to make important decisions rests with an elite group
23. If elected, this candidate would **most likely** support legislation designed to
- A. discourage acts of racial discrimination
  - B. allow the privatization of public hospitals
  - C. re-establish capital punishment for convicted murderers
  - D. prevent political refugees from seeking shelter in Canada

Use the following newspaper article to answer questions 24 and 25.

## Night of Terror in Germany



**1938** The Jewish community in Germany endured a night of terror when Nazi thugs went on the rampage, attacking Jewish businesses, synagogues and property. Thirty-six people were killed during the night, and 20,000 arrested; more than 7000 shops were looted and 267 synagogues burnt down. Dr. Goebbels, Minister of Public Enlightenment and Propaganda, claimed that the violence was a “spontaneous reaction” to the assassination in Paris of Ernst von Rath, a German diplomat, by a young Polish

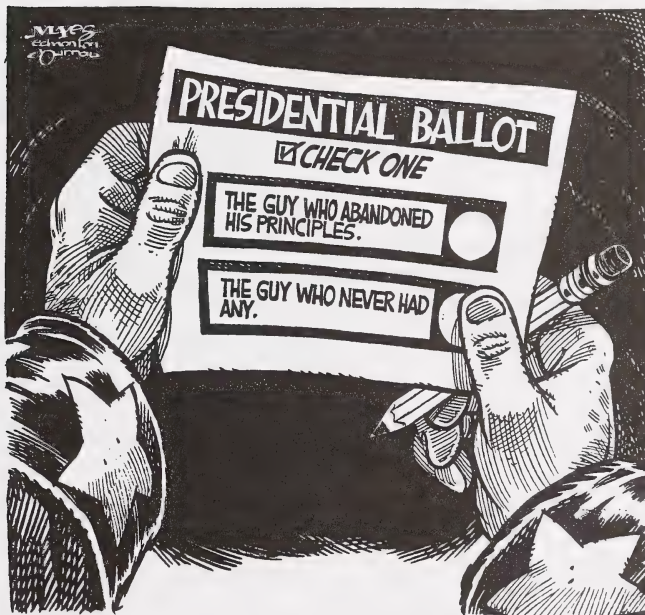
Jew. There is no doubt, however, that the pogrom was carried out on the instructions of the Gestapo. A chilling development was the involvement of the “respectable” middle classes; fashionable women clapped as Jews were beaten by youths wielding lead piping. So that the insurance companies are not bankrupted by state hooliganism, the Nazis have declared their intention to confiscate insurance payouts and return them to the insurers. The huge amount of glass broken has led to the night being dubbed “Kristallnacht”; replacement glass will have to be imported and paid for in foreign currency. “They should have killed more Jews and broken less glass,” grumbled Hermann Goering.

—from *On This Day*

24. The writer suggests that the attack on German Jews was
- A. a sudden event that angered Nazi leaders
  - B. organized by representatives of foreign governments
  - C. directed by representatives of the German government
  - D. an event that had been expected by many for some time
25. A technique of dictatorship that is demonstrated by the event described above is the
- A. use of propaganda to unite all citizens
  - B. scapegoating of a minority group
  - C. promotion of tolerance for cultural differences
  - D. encouraging of people to participate in the political process

26. From the 1930s until the 1970s, governments in the Soviet Union gave the impression of being democratic by
- A. holding national and regional elections on a regular basis
  - B. allowing citizen groups to form alternative political parties
  - C. establishing labour camps to house political opponents of the state
  - D. granting independent courts the right to strike down laws created by the ruling elite

*Use the following cartoon to answer question 27.*



*—from Best Editorial Cartoons of the Year, 1997*

27. The **most direct** way to learn if the cartoonist's point of view is shared by voters would be to
- A. read the biographies of several famous political leaders
  - B. trace past election results to see which political party won most often
  - C. conduct a public opinion survey on the topic of honesty in government
  - D. interview politicians to gather their opinions on important public issues



28. The **primary** responsibility of the Canadian Supreme Court is to
- A. chair meetings between federal and provincial government officials
  - B. serve as the final level of appeal in the Canadian legal system
  - C. direct the operations of the Royal Canadian Mounted Police
  - D. select members of the Prime Minister's cabinet
29. To protect the rights of individuals, democratic governments may
- A. eliminate radical groups that pose a threat to democratic beliefs
  - B. employ censorship boards to monitor the news media
  - C. create written documents to safeguard civil liberties
  - D. limit the power of independent courts
30. Why do Canadian provinces and territories have different numbers of members of Parliament?
- A. To ensure a high voter turnout at election time
  - B. To maintain a system of representation by population
  - C. To encourage small political parties to nominate candidates
  - D. To prevent an election from resulting in a minority government

**What are the advantages and disadvantages of representative democracies?**

Write a composition in which you

- **identify and explain** positive and negative aspects of a representative democracy
- **provide examples** to support your explanation

***Reminders for Writing***

- **Remember** that the questions in Section Two may contain information that could help you write your composition.
- **Plan** your composition.
- **Organize** your ideas and support.
- **Use blue or black ink** for your written work.
- **Correct** any errors that you find in your writing.

*Planning*

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*Written Work*

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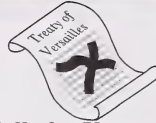
### *Section Three: The Interaction of Nations (1919 to 1945)*



Aggression



Rise of Dictatorships



Calls for Vengeance



Militarism

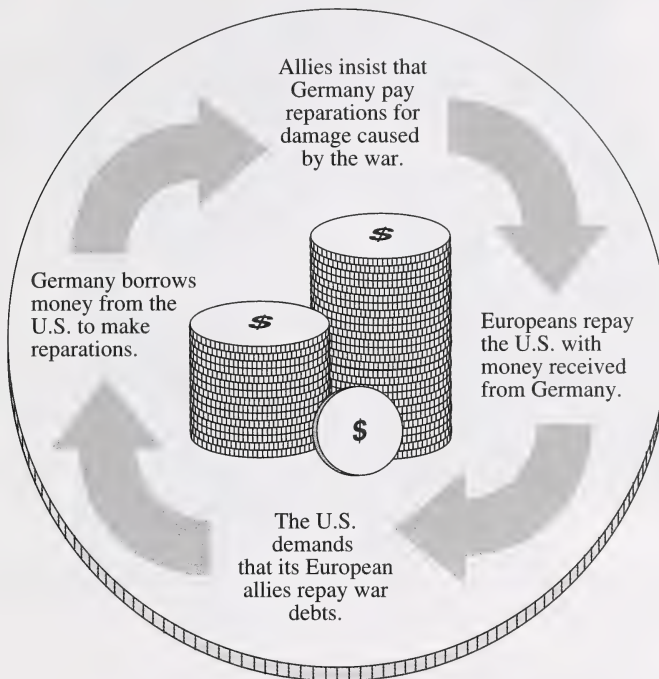
**Many factors contributed  
to the Second World War.**

**Questions 31 to 40 and Writing Assignment III  
focus on the period between 1919 and 1945.**

31. After the First World War, the creation of new nations in Europe reflected a belief that
- A. the spread of democracy could threaten traditional European political beliefs
  - B. competition among nations would reduce the probability of future war
  - C. distinct ethnic groups should have the right to self-determination
  - D. a second major European war would happen within 20 years
32. The League of Nations was designed to preserve peace **primarily** through
- A. armed conflict
  - B. nuclear deterrence
  - C. collective security
  - D. military brinkmanship

Use the following illustration to answer question 33.

### Pattern of War Debt and Reparations Payment



33. Which of the following statements accurately summarizes the main idea of the illustration?
- A. Germany avoided its war debts by paying reparations to the Allies.
  - B. The United States received repayment of loans with its own money.
  - C. The Allies demanded money from only the nation most able to pay.
  - D. The United States successfully shifted the burden of American war debts to Germany.
- 
34. The German remilitarization of the Rhineland in 1936 **most directly** threatened the security of
- A. Czechoslovakia
  - B. Switzerland
  - C. Denmark
  - D. France



Use the following newspaper article to answer questions 35 and 36.



## Prague is invaded

MARCH 15

Adolf Hitler took the Czech Sudetenland six months ago—now he has swallowed up the rest of Czechoslovakia. Hitler entered Prague, the Czech capital, today and installed himself in Hradzin Castle, the ancient palace of the Bohemian kings. The reception the German army has received is, however, in striking contrast to the tremendous welcome given to them in the Sudetenland and in Austria. In Prague, the crowds wept and courageously sang the national anthem as they were forced to salute the invading Nazi soldiers.

—from *The Illustrated History of the 20<sup>th</sup> Century*

35. The writer indicates that, when compared with previous Nazi territorial expansions, the invasion of Prague
- A. was not supported by the people affected
  - B. was supported by other European nations
  - C. prevented an attack upon German territory
  - D. required the use of violent military confrontation
36. The event described above demonstrates a consequence of Great Britain's decision to deal with German aggression through a foreign policy of
- A. détente
  - B. isolationism
  - C. containment
  - D. appeasement

Use the following poster to answer question 37.

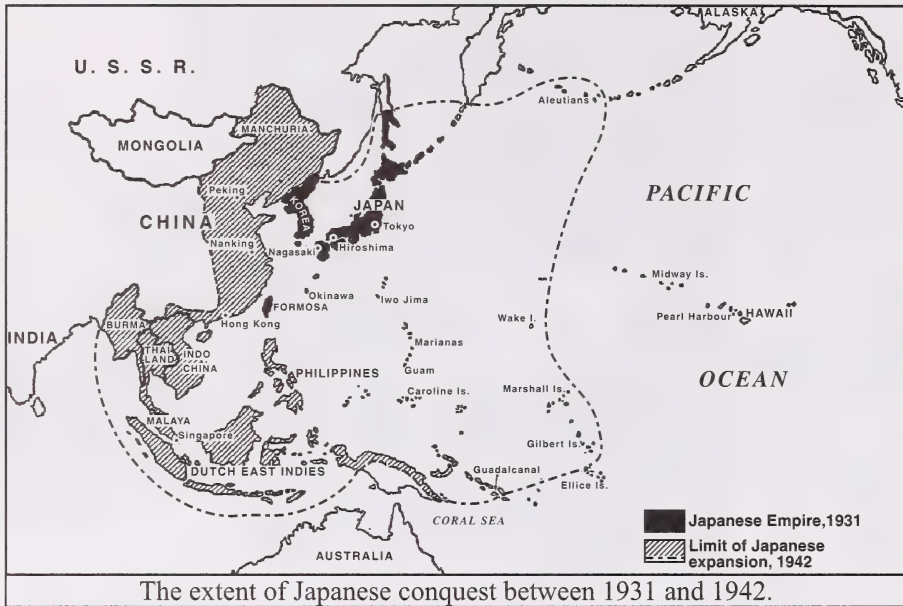


—from *Persuasive Images*

37. Two purposes of this poster were to
- A. raise funds for the war effort and maintain citizen morale
  - B. express concern for the financial costs of war and promote racial tolerance
  - C. encourage antiwar sentiment and oppose the United States' entry into the war
  - D. provide information about victories and force an immediate German surrender
- 
38. During the Second World War, Japan **most frequently** confronted the armed forces of which two Western nations?
- A. France and Italy
  - B. Germany and Belgium
  - C. Poland and the Soviet Union
  - D. Great Britain and the United States

Use the following sources to answer questions 39 and 40 and to focus your thoughts on Writing Assignment III on page 26.

### Source I



—from *World History in the Twentieth Century*

### Source II



Hiroshima, Japan, after an atomic bomb was dropped on the city in August 1945.

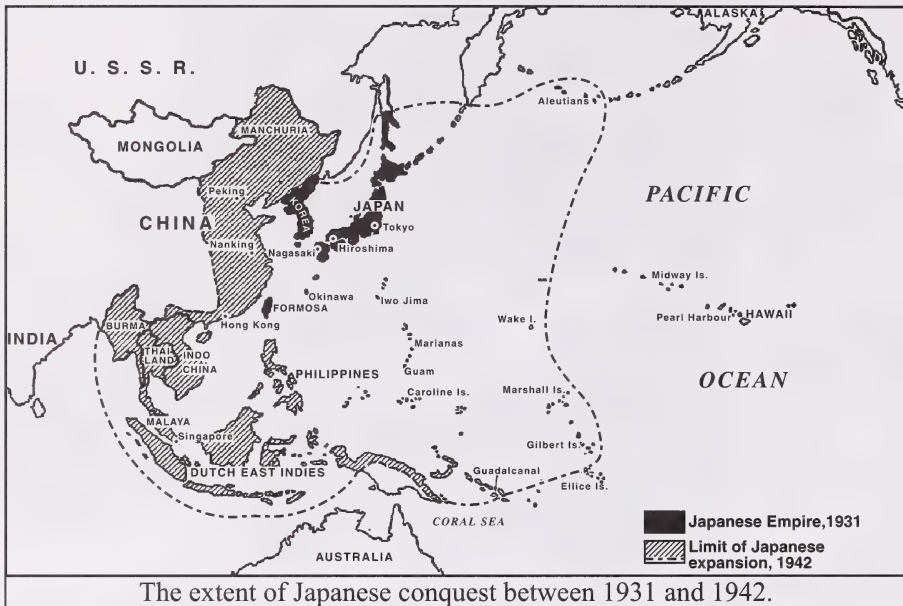
—from *History of the Modern World: World War Two*



39. The Japanese undertook the territorial expansion illustrated in Source I **primarily** as a means of
- A. restoring peace to an area of Asia that had been ravaged by war
  - B. preventing Western nations from establishing colonies in Asia
  - C. liberating Asians from the brutal control of dictatorships
  - D. ensuring Japanese control of essential natural resources
40. Taken together, the sources provide evidence to support the generalization that
- A. wars are often started by nations seeking revenge for past defeats
  - B. warfare in the 20<sup>th</sup> century has become more humane than warfare in earlier times
  - C. citizens may suffer serious consequences when their nation chooses to act aggressively
  - D. differing military methods may be used to liberate ethnic groups living under the control of foreign rulers

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**What idea(s) do the map and photograph communicate to you about the reasons for, and the consequences of, national aggression?**

Write a composition in which you

- **identify and explain** the idea(s) conveyed by the map and photograph
- **support** your explanation by referring to details in the map and photograph and/or by referring to your understanding of social studies.

*Reminders for Writing*

- **Remember** that the questions in Section Three and the map and photograph on page 24 may contain information that could help you write your composition.
- **Plan** your composition.
- **Organize** your ideas and support.
- **Use blue or black ink** for your written work.
- **Correct** any errors that you find in your writing.

*Planning*



*If you are using a word processor, staple your finished work here.  
You may make corrections directly on your printed page(s).*

### Written Work

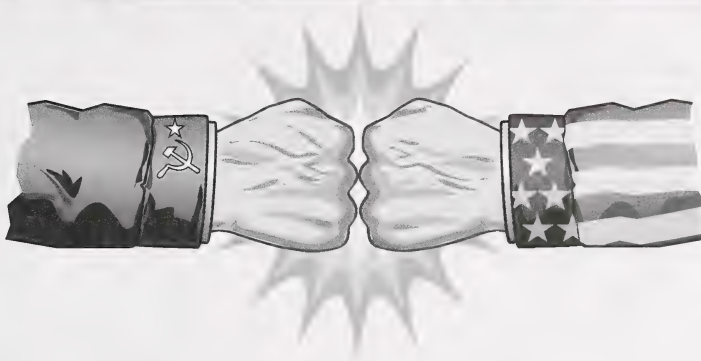
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*This is the end of Section Three.*

## *Section Four: The Cold War*



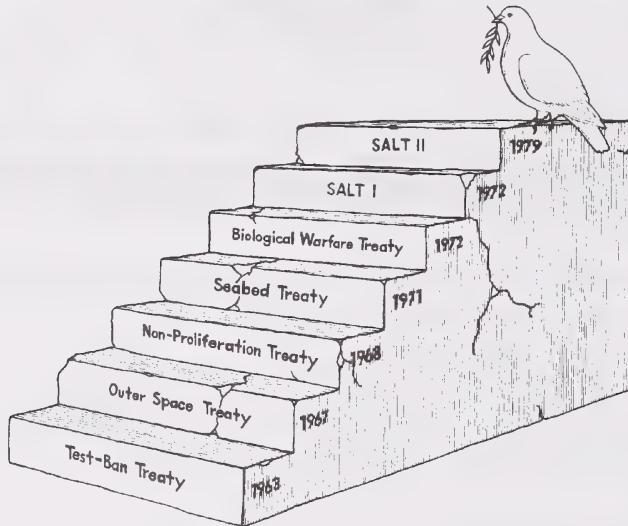
**The Cold War was a period of superpower conflict.**

**Questions 41 to 50 focus on the Cold War.**

41. Which of the following statements **best** describes a change in the world's power structure at the close of the Second World War?
- A. Japan was devastated by civil unrest and ethnic warfare.
  - B. Great Britain and France withdrew into political isolationism.
  - C. Communist China established itself as a new economic leader.
  - D. The United States and the Soviet Union emerged as the dominant powers.
42. The purpose of the American Marshall Plan was to
- A. restore the economies of war-torn nations in Europe
  - B. develop a nuclear weapon more powerful than the atomic bomb
  - C. help African colonies establish independent democratic governments
  - D. create a defensive alliance between the United States and Southeast Asian nations
43. From an American perspective, the Berlin Airlift was necessary to
- A. prevent further communist expansion in Europe
  - B. preserve friendly relations with the Soviet Union
  - C. create a division among Warsaw Pact member nations
  - D. demonstrate the benefits of United Nations' peacekeeping efforts

44. During the Cuban Missile Crisis, when both Kennedy and Khrushchev attempted to gain an advantage by giving the impression that they would rather go to war than give in, they were practising a form of
- A. blockade
  - B. stalemate
  - C. diplomacy
  - D. brinkmanship

Use the following illustration to answer questions 45 and 46.

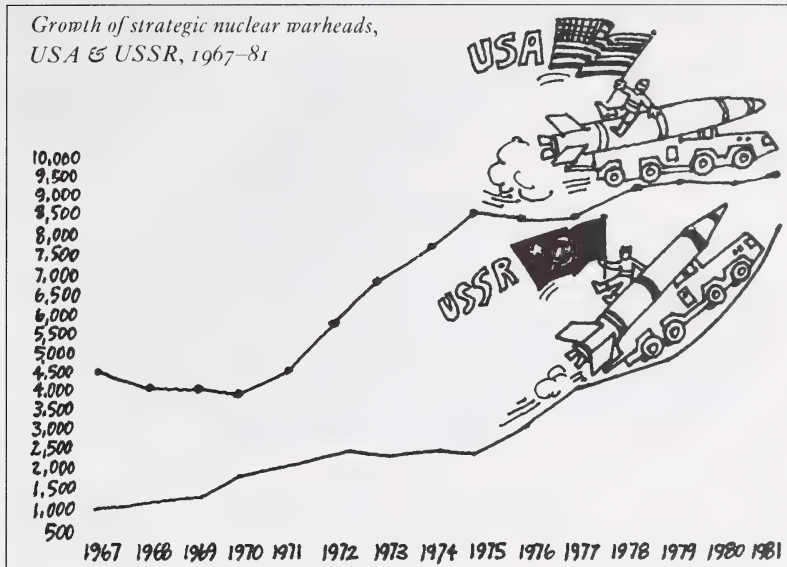


—from *The Contemporary World*

45. The agreements listed in the illustration encouraged
- A. détente between the superpowers
  - B. nuclear tension between the superpowers
  - C. proliferation of nuclear weapons among lesser powers
  - D. tense diplomatic negotiations between the superpowers
46. Which of the following titles is **best** for the illustration?
- A. *Nuclear Disarmament Achieved*
  - B. *Steps Toward Arms Control*
  - C. *Steps Toward Nuclear War*
  - D. *The Arms Race*



Use the following graph to answer questions 47 and 48.



—from *Our World Today*

47. Which of the following statements regarding the nature of the Cold War is supported by information contained in the graph?
- A. Both superpowers attempted to achieve military superiority.
  - B. The Cold War was primarily a struggle of conflicting ideologies.
  - C. Both superpowers used propaganda to support their political objectives.
  - D. Foreign aid provided by the superpowers was often tied to military assistance.
48. The graph above illustrates the results of the superpowers pursuing a foreign policy of
- A. détente
  - B. deterrence
  - C. appeasement
  - D. peaceful coexistence

Use the following cartoon to answer question 49.



—from *The Art of Political Cartooning in Canada*

49. According to the cartoon, the United States was **ineffective** in practising its Cold War policy of
- A. neutrality
  - B. containment
  - C. isolationism
  - D. appeasement
- 
50. During the Cold War, the phrase “mutually assured destruction” was used to describe the
- A. results of wars in both Korea and Vietnam
  - B. reasons for the creation of the NATO alliance
  - C. potential consequence of the nuclear arms race
  - D. role of the United Nations in settling international conflicts

## Section Five: The Contemporary World



**Questions 51 to 60 and Writing Assignment IV focus on issues and events in the contemporary world.**

51. The end of the Cold War likely had the **most negative** impact on
- A. manufacturers of military weaponry
  - B. peace activists working for global disarmament
  - C. the general populations in western and eastern Europe
  - D. diplomats representing nations in the UN General Assembly
52. Which of the following rows pairs an international organization with its main purpose?

	Organization	Main Purpose
A.	NORAD	Protect human rights
B.	NATO	Create a free trade zone
C.	European Union	Promote ethnic nationalism
D.	United Nations	Maintain international security

53. Most people who believe that member nations of the United Nations are **not** all equal point to the fact that
- A. decisions of the World Court are not legally binding on the nations involved
  - B. each nation in the General Assembly casts one vote on each resolution
  - C. only five nations have veto power over Security Council decisions
  - D. the Secretariat employs people from nations around the world

*Use the following newspaper headlines to answer question 54.*



54. The historical and current tensions that these headlines focus on were created **primarily** by
- A. economic rivalry
  - B. military alliances
  - C. ethnic differences
  - D. ideological competition



55. A main goal of Amnesty International is to
- A. ensure that fundamental human rights of all people are preserved and protected
  - B. pressure governments and corporations to adhere to stricter environmental protection standards
  - C. lobby governments in an effort to convince nations to adopt foreign policies of isolationism and neutrality
  - D. encourage the reduction of economic barriers between nations so that transnational corporations can invest globally
56. Despite China's record on human rights, many Canadian activists for human rights support continued trade with China because Canada
- A. has a human rights record that is no better than China's record
  - B. does not see human rights issues as being as important as economic issues
  - C. treats China differently than it does other nations that violate human rights
  - D. can influence political reforms in China by maintaining close trade relations

*Use the following illustration to answer question 57.*



57. These placards show support for a Canadian foreign policy of
- A. deterrence
  - B. isolationism
  - C. containment
  - D. appeasement

Use the following information to answer questions 58 to 60 and to focus your thoughts on Writing Assignment IV on page 38.

At a public forum during a recent election campaign, four candidates were asked to respond to the following question:

## ***Should weapons such as land mines and chemical weapons be banned internationally?***

### **Candidate I**

*The question of what is an acceptable weapon for an army to have in its arsenal is very complex. It is easy to take the popular position and say, "Get rid of such weapons as land mines," but that is not practical.*



*In a real world, with real conflicts, nations need to have effective weapons that can be used, if necessary, to defend the nation. It is my hope that nations will be able to solve conflicts using open, international diplomacy, but if not, nations need the necessary weaponry to use as a last resort.*

### **Candidate II**

*Yes, such weapons should be banned. In a world where poverty is widespread, it is obscene that armed forces invest in weapons designed only to add to human misery. Manufacturers of such weapons lack*



*a social conscience. They will not stop production of such profitable items unless the market disappears. Canada should take a leadership role in organizing nations to unite and in creating an agreement by which all signing nations refuse to purchase any weapons.*

### **Candidate III**

*Too many people are easily influenced by the popular media and have come to believe that certain weapons are unnecessary. This belief ignores the realities of global politics. History has shown that nations not*



*prepared to fight must prepare to be conquered. Disputes between nations are inevitable. The best way to manage disputes is for the nations involved to be well armed. In such a situation, everyone thinks twice before resorting to war. Weapons do not create wars, people do. In responsible hands, weapons preserve peace.*

### **Candidate IV**

*Canada's Armed Forces must have the weapons necessary to fulfill our peacekeeping duties. There is no justification, however, for Canada's Armed Forces having such horrific devices as land mines and*



*chemical weapons. The intent of these weapons is not just to kill: they are designed to psychologically destroy an enemy by creating huge numbers of injured survivors requiring expensive care. Canada must use diplomatic pressure to convince other nations that it is in their best interest to arm themselves only with the weapons needed to perform peacekeeping duties.*

58. Many members of Greenpeace would support the position taken by
- A. Candidate I
  - B. Candidate II
  - C. Candidate III
  - D. Candidate IV
59. Which two candidates express a belief that war is preventable when nations are well armed?
- A. Candidate I and Candidate III
  - B. Candidate I and Candidate IV
  - C. Candidate II and Candidate III
  - D. Candidate III and Candidate IV
60. With which of the following statements would all four candidates **most likely** agree?
- A. Nations should belong to regional military alliances.
  - B. Nations must try to preserve international peace and security.
  - C. The media has exaggerated the problems created by weapons of war.
  - D. Money spent on military weapons would be better spent on foreign assistance.

You have just left the public forum described on page 36. Consider each candidate's response before you answer the question below.

**Based on the candidates' responses to the question**  
***“Should weapons such as land mines and chemical weapons***  
***be banned internationally?”***  
**who would receive your vote? Why?**

Write a composition in which you

- **identify** the candidate you would vote for
- **give reasons** to support your choice of candidate

### ***Reminders for Writing***

- **Remember** that the questions in Section Five and the candidates' responses on page 36 may contain information that could help you write your composition.
- **Plan** your composition.
- **Organize** your ideas and support.
- **Use blue or black ink** for your written work.
- **Correct** any errors that you find in your writing.

### ***Planning***



*If you are using a word processor, staple your finished work here.  
You may make corrections directly on your printed page(s).*

### Written Work

Candidate I	<input type="radio"/>
Candidate II	<input type="radio"/>
Candidate III	<input type="radio"/>
Candidate IV	<input type="radio"/>

Continued

[illegible]

*This is the end of the examination. You may wish to review your multiple-choice answers and revise your written work.*

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